
SECOND LANGUAGE URDU

3248/01

Paper 1 Composition and Translation

October/November 2019

MARK SCHEME

Maximum Mark: 55

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **11** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

the specific content of the mark scheme or the generic level descriptors for the question
the specific skills defined in the mark scheme or in the generic level descriptors for the question
the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
marks are awarded when candidates clearly demonstrate what they know and can do
marks are not deducted for errors
marks are not deducted for omissions
answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks								
Part 1 – banded mark scheme – for Question 1										
Marks available:										
Language – 9 marks										
Content – 6 marks										
Content	Language									
<p style="text-align: center;">5–6 Very good</p> Detailed, clearly relevant and well illustrated; coherently argued and structured.	<p style="text-align: center;">8–9 Very good</p> Confident use of complex sentence patterns; generally accurate; extensive vocabulary , good sense of idiom .									
<p style="text-align: center;">4 Good</p> Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.	<p style="text-align: center;">6–7 Good</p> Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.									
<p style="text-align: center;">3 Adequate</p> Some knowledge, but not always relevant; a more limited capacity to argue.	<p style="text-align: center;">4–5 Adequate</p> A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.									
<p style="text-align: center;">2 Poor</p> Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.	<p style="text-align: center;">2–3 Poor</p> Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.									
<p style="text-align: center;">0–1 Very poor</p> Vague and general; ideas presented at random.	<p style="text-align: center;">0–1 Very poor</p> Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.									
General Marking Instructions										
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="454 1559 796 1659">Content Marks</th> <th data-bbox="799 1559 1141 1659">Language marks available</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 1664 796 1727" style="text-align: center;">5/6</td> <td data-bbox="799 1664 1141 1727" style="text-align: center;">9</td> </tr> <tr> <td data-bbox="454 1731 796 1794" style="text-align: center;">3/4</td> <td data-bbox="799 1731 1141 1794" style="text-align: center;">7</td> </tr> <tr> <td data-bbox="454 1798 796 1861" style="text-align: center;">1/2</td> <td data-bbox="799 1798 1141 1861" style="text-align: center;">5</td> </tr> </tbody> </table>			Content Marks	Language marks available	5/6	9	3/4	7	1/2	5
Content Marks	Language marks available									
5/6	9									
3/4	7									
1/2	5									

Question	Answer	Marks
1.1	ہماری زندگی میں درختوں کی اہمیت	1
1.2	ہماری زندگی میں درختوں کی اہمیت	1
1.3	درختوں میں کمی کی وجوہات	1
1.4	درختوں میں کمی کی وجوہات	1
1.5	شجرکاری مہم کو بڑھانے میں عوام کا کردار	1
1.6	شجرکاری مہم کو بڑھانے میں عوام کا کردار	1
1.7	زبان کے معیار کے لیے	1–9
	If only 2 out of 3 bullet points attempted total available language mark is 7	
	If only 1 out of 3 bullet points attempted total available language mark is 5	

Question	Answer	Marks												
2 LETTER REPORT DIALOGUE OR SPEECH (20 MARKS)														
Part 2 – banded mark scheme – for Questions 2(a) and (b)														
Marks available:														
Language– 15 marks Content – 5 marks														
<table border="1"> <thead> <tr> <th data-bbox="151 551 798 613">Content</th> <th data-bbox="798 551 1444 613">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="151 613 798 781"> 5 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured. </td> <td data-bbox="798 613 1444 781"> 13–15 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary, good sense of idiom. </td> </tr> <tr> <td data-bbox="151 781 798 981"> 4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions. </td> <td data-bbox="798 781 1444 981"> 10–12 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns. </td> </tr> <tr> <td data-bbox="151 981 798 1149"> 3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue. </td> <td data-bbox="798 981 1444 1149"> 7–9 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom. </td> </tr> <tr> <td data-bbox="151 1149 798 1348"> 2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question. </td> <td data-bbox="798 1149 1444 1348"> 4–6 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary. </td> </tr> <tr> <td data-bbox="151 1348 798 1509"> 0–1 Very poor Vague and general; ideas presented at random. </td> <td data-bbox="798 1348 1444 1509"> 0–3 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary. </td> </tr> </tbody> </table>			Content	Language	5 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.	13–15 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary , good sense of idiom .	4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.	10–12 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.	3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.	7–9 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.	2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.	4–6 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.	0–1 Very poor Vague and general; ideas presented at random.	0–3 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.
Content	Language													
5 Very good Detailed, clearly relevant and well illustrated; coherently argued and structured.	13–15 Very good Confident use of complex sentence patterns; generally accurate; extensive vocabulary , good sense of idiom .													
4 Good Sound knowledge and generally relevant; some ability to develop argument and draw conclusions.	10–12 Good Generally sound grasp of grammar in spite of quite a few lapses; reads reasonably; some attempt at varied vocabulary and sentence patterns.													
3 Adequate Some knowledge, but not always relevant; a more limited capacity to argue.	7–9 Adequate A tendency to be simple, clumsy or laboured; some degree of accuracy; inappropriate use of idiom.													
2 Poor Some attempt at argument, tends to be sketchy or unspecific; little attempt to structure an argument; major misunderstanding of question.	4–6 Poor Consistently simple or pedestrian sentence patterns (basic sentence structure) with persistent errors; limited vocabulary.													
0–1 Very poor Vague and general; ideas presented at random.	0–3 Very poor Only the simplest sentence patterns; little evidence of grammatical awareness; very limited vocabulary.													

Question	Answer	Marks
Question 2(a)	Speech Content	
	START	1
	IMPORTANCE OF EATING HEALTHY FOODS 3 points with details	3
	END OF SPEECH	1
TOTAL		5 marks
Question 2(b)	Dialogue Content	
	START OF DIALOGUE	1
	THREE POINTS AGREE OR DISAGREE TO KEEP THE PETS	3
	END OF DIALOGUE WITH PROPER DECISION	1
TOTAL		5 marks

General Marking Instructions

Rubric infringement:

If the candidate has attempted the wrong type of task (e.g. speech instead of report) award maximum of 4 marks for Content and maximum of 12 marks for Language.

Content marks	Language marks available
5	15
4	12
3	9
2	6
1	5

Question	Answer	Marks
2	EITHER	
2(a)	تقریر لکھنا	
2(a)	تقریر کا آغاز	1
2(a)	صحت بخش کھانے کی اہمیت کے متعلق تین باتیں تفصیل کے ساتھ	3
2(a)	تقریر کا اختتام	1
2(a)	زبان کے معیار کے لیے	1–15
2	OR	
2(b)	رپورٹ	
2(b)	مکالمے کا آغاز	1
2(b)	گھر میں پالتو جانور رکھنے یا نہ رکھنے کے متعلق تین دلائل	3
2(b)	مکالمے کے اختتامی جملے / نتیجہ / فیصلہ	1
2(b)	زبان کے معیار کے لیے	1–15

Question	Answer	Marks
Part 3 – Question 3		
General Marking Instructions		
Crossing out:		
(a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.		
(b) If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work. (Please note that a 'second attempt' could be a single word.)		
3	Nowadays, most of us spend all our time checking our mobile phone screens.	4
	آجکل ہم میں سے اکثر اپنا سارا وقت اپنے موبائل فون کی اسکرینوں کو دیکھنے میں صرف کرتے ہیں۔	
	Accept بیشتر۔ زیادہ تر۔	
	Reject موبائل فون دیکھنا۔ ان دنوں۔ کافی لوگ	
	It is almost as if we are afraid that if we put them down for just one moment we will miss some vital text or email.	4
	یہ تقریباً ایسا ہے جیسے ہم خوف زدہ ہیں کہ اگر ہم نے اسے ایک لمحے کے لیے بھی رکھ دیا تو ہم کچھ انتہائی ضروری ٹیکسٹ اور ای میل کھودیں گے۔	
	Accept ڈر لگتا ہے / کچھ دیر کے لیے۔ چھوٹ جائے گی۔ یہ بالکل ایسے ہی ہے۔ ایک پل کے لیے۔	
	Reject ایک منٹ کے لیے / خط۔ بھول جائیں گے۔	

Question	Answer	Marks
3	Someone said it was like a toddler holding his mother's hand for security and comfort!	4
	کسی کا کہنا ہے کہ یہ ایسا ہی ہے جیسے ایک چھوٹا بچہ اپنی حفاظت اور آرام کی خاطر اپنی ماں کا ہاتھ پکڑے رکھتا ہے۔	
	Accept سکون	
	Reject بچہ۔ کہاوت	
	The reality is that we can't usually ignore messages, no matter who they are from.	2
	حقیقت یہ ہے کہ ہم عام طور پر پیغامات کو نظر انداز نہیں کر سکتے چاہے وہ کسی کی طرف سے بھی ہوں۔	
	Accept اصلیت یہ ہے۔۔ سچ تو یہ ہے	
	Reject مسیحیز۔ چھوڑ۔ دراصل۔ رد کرنا۔ درگزر	
	They sit there safely in the memory of our phones, unless we do something stupid like dropping them in water or pressing the wrong button.	5
	وہ ہمارے فون کی یادداشت میں محفوظ رہتے ہیں، جب تک ہم سے کوئی احمقانہ کام / حرکت نہ کر دیں جیسے کہ ان کو پانی میں گرا دینا یا کسی غلط بٹن کو دبا دینا۔	
	Accept بیوقوفی کی حرکت / فضول حرکت۔ اُلٹی حرکت	
	Reject بیٹھے۔ غلطی	

Question	Answer	Marks
3	The messages will stay in there forever until we have time to look at them and answer them .	2
	پیغامات وہاں ہمیشہ رہیں گے جب تک کہ ہمیں ان کو دیکھنے اور جواب دینے کا وقت نہیں مل جاتا۔	
	Accept	
	Reject	
4	According to medical research the constant looking at our phones every other minute can have negative effects on our health .	4
	طبی تحقیق کے مطابق ہر دوسرے منٹ اپنے فون کو مسلسل دیکھتے رہنا ہماری صحت پر منفی اثرات ڈالتا ہے۔	
	Accept کھوج۔ میڈکل۔ لگاتار۔ زیادہ تر دیکھنے سے۔	
	Reject بُرے۔ اثرات۔ روزانہ دیکھنے سے۔ ریسرچ۔ زندگی۔	
5	We get increasingly anxious when we do not get quick responses to our messages because we expect everything in our lives to happen immediately .	5
	ہمیں بہت زیادہ بے چینی ہوتی ہے جب ہمیں اپنے پیغامات کے جوابات جلدی نہ مل پائیں کیونکہ ہم اپنی زندگی میں ہر بات کے فوری ہونے کی توقع رکھتے ہیں۔	
	Accept بے تاب۔ جلدی۔	
	Reject فکر مند/پریشانی/غصہ۔ اُمید رکھتے ہیں۔ تنگ۔ بے صبری۔ اچانک۔ تیزی	

Question	Answer	Marks
3	It is essential that people, whether young or old , relax and put their phones to one side from time to time .	5
	یہ ضروری ہے کہ لوگ چاہے جوان ہوں یا بوڑھے، آرام کریں اور کبھی کبھی اپنے فون ایک طرف رکھ دیں۔	
	Accept بزرگ۔ کچھ وقت کے لیے۔ وقتاً فوقتاً	
	Reject بچے۔ چھوڑ کر	
	To achieve this, we have to allocate a certain time each day to enjoy with our family and friends face to face to get into a good routine .	5
	اسے حاصل کرنے کے لئے ہمیں ہر روز، اپنے خاندان اور دوستوں کے ساتھ مل بیٹھ کر لطف اندوز ہونے کا اچھا معمول بنانے کے لئے وقت کا ایک خاص / مخصوص حصہ مختص کرنا پڑے گا۔	
	Accept پانے کے لیے۔ آمنے سامنے۔ مزہ۔ وقت مقررہ۔	
	Reject روٹین۔ ترتیب۔ ممکن بنانے کے لیے۔ عادت بنائیں۔	